GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 04/26/2022 GCCCD Governing Board Approval: 06/14/2022

CHILD DEVELOPMENT 153 – TEACHING IN A DIVERSE SOCIETY

1. Course Number Course Title Semester Units

CD 153 Teaching in a Diverse Society 3

Semester Hours

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

None

Corequisites

None

Recommended Preparation

None

3. Catalog Description

Analysis of the many contexts and variables related to an individual’s socialization process and how these forces impact on one’s work with children and families. This course will examine and discuss topics related to culture, race, ethnicity, religion, gender, social-economic status, sexual orientation, special needs, and diverse lifestyles as they are represented in our schools and society at large. This course includes self reflection as a tool for personal growth. Current social issues will be examined through the lens of global diversity. Students will better understand their own attitudes regarding diversity and apply this knowledge to their work with children and families.

4. Course Objectives

The student will

1. Examine cultural identity and assess the impact of language, ethnicity, ability, religion, immigration, sexuality and socio-economic class on the process of identity development of individuals, groups and societies.
2. Reflect on one’s personal socialization process and the subsequent impact on teaching.
3. Compare and assess the overt and covert ways in which stereotypes and prejudices are learned and are reflected on personal attitudes and how they affect the classroom dynamics.
4. Examine the nature and process of systemic oppression on identity development and learning.
5. Evaluate and plan for classroom environments, materials and approaches that are inclusive, developmentally, culturally and linguistically appropriate and are respectful of social diversity.
6. Compare different approaches to cultural education, specifically the tourist, multicultural and anti-bias approaches and their influence on the child’s physical, cognitive and socio-emotional development.
7. Design strategies for creating respectful partnerships with parents and communities.
8. Examine professional ethics and legal implications of bias, prejudice and/or exclusion.
9. Analyze teachers' roles and responsibilities in creating a more just world for every child.

5. Instructional Facilities

Standard classroom

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6. Special Materials Required of Student

None

7. Course Content

1. Language, ethnicity, ability, religion, immigration, sexuality and economic class affecting the process of cultural identity development in individuals, groups and societies
2. Ways in which stereotypes and prejudices are learned
3. Bias and prejudice in the classroom setting.
4. Systemic and internalized privilege and oppression.
5. Inclusive, developmentally, culturally and linguistically appropriate classroom environments, materials and approaches and evaluation strategies
6. Approaches to cultural education, including the tourist, multicultural and anti-bias approaches and influence on the child’s physical, cognitive and socio-emotional development.
7. Strategies for creating respectful partnerships with parents and communities.
8. Professional ethics and legal implications of bias, prejudice and/or exclusion.
9. Teacher’s roles and responsibilities in creating a more just world for every child.

8. Method of Instruction

a. Lecture.

b. Discussion.

c. Group work.

d. Journaling

e. Role playing.

9. Methods of Evaluating Student Performance

a. Group and individual projects.

b. Written test and written final.

c. Journals.

10. Outside Class Assignments

a. Assigned readings. Supplemental resources include current articles, publications etc.

b. Written project. The development of curriculum ensures linguistically and culturally relevancy, inclusive and developmentally appropriate for a group of children.

c. Article critiques. Utilizing critical thinking skills and assessment of articles

11. Representative Texts

a. Representative Text(s):

1) Ooka Pang, Valerie. *Diversity and Equity in the Classroom*. 1st, Cengage, 2018.

2) Derman-Sparks, Louise, and Julie Olsen Edwards. *Anti-Bias Education for Young Children and Ourselves*. 2nd rev., NAEYC , 2010

3) Follari, Lissanna. *Valuing Diversity in Early Childhood Education*. 1st, Pearson, 2015.

b. Supplementary texts and workbooks:

*Teaching Tolerance*. Montgomery, AL: Southern Poverty Law Center, 1998

Student Learning Outcomes:

Upon completion of this course, our students will be able to do the following:

1. Examine the process of cultural identity development in children.
2. Analyze the significant role of education in reinforcing or contradicting bias and prejudice.
3. Design curriculum that is linguistically and culturally relevant, inclusive, and developmentally appropriate.
4. Evaluate the impact of personal experiences and social identity on teaching effectiveness.